**Kindergarten EATS Lesson Template**

**ELA Unit 1 – Concept: Retelling (sequencing)**

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| **E** | **UEQ:** What are important parts of a story?  **LEQ:** How can I retell a story? |
| **A** | **Option 1**: Have students retell the events in a familiar routine – brushing teeth, getting ready for school, etc.  **Option 2**: Ask students to retell the events in a familiar nursery rhyme – to increase rigor and challenge, have them retell the events in reverse order. |
| **T** | **Assessment Prompt:** Retell the major events in a story in sequential order.  **Teaching Strategies Option 1:** After reading ***Platypus Lost***, in whole or small groups, use the story sequencing cards from Scott Foresman to retell the events of the story in sequence.  **Teaching Strategies Option 2:** With the whole group, use flip chart graphic organizer to retell any familiar story using the beginning, middle, end strategy. \*As students are able, teacher could recreate the GO for students to use in centers (use pictures instead of words if needed).  **Teaching Strategies Option 3:** Create a cut and glue activity page that allows students to sequence the activities of a typical school day.  **Teaching Strategies Option 4:** Dramatization – use a familiar story, fairy tale, or nursery rhyme to have students create dramatizations in small groups that sequence the story. Allow small groups to perform their dramatization for rest of class and tell the events in order. |
| **S** | **Option 1:** Using character cards/pictures, have students sequence ***The Little School Bus*** independently.  **Option 2:** Create a sequencing activity that allows students to sequence any familiar story. |

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| **Vocabulary** | **Materials** | **Notes** |
| Sequence  Retell | Story/Nursery Rhyme  Sequencing cards for ***Platypus Lost***  Flip chart GO  Teacher created activity page for sequencing  Character cards/pictures for ***The Little School Bus*** |  |